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ABSTRACT

A study examined the nature and extent of vocational arts education programs throughout the 50 states. During the study, data were sought concerning those programs designed to prepare students for occupations in 14 arts areas: dance; vocal music; instrumental music; theater; radio, television, and video; cinematography; photography; graphic arts; product design; environmental design; drawing, painting, and sculpturing; vocational crafts; therapy through art, dance, music, and drama; and musical instrument construction and repair. To obtain these data, questionnaires were mailed to all state educational agencies. Responses were obtained from the District of Columbia and from all of the 50 states except Nebraska. Included among the study findings were the following: (1) all responding states offered vocational education programs in 1979-1980 at the secondary or postsecondary levels in at least 1 of the 14 specified arts areas; (2) while the numbers of areas covered ranged from as few as 1 to as many as 12, the average number of arts area programs offered per state was 5.2; (3) graphic arts was the most widely offered program, with all but one state having programs in this area; and (4) the least prevalent program areas were vocal music, dance, and therapy through the arts. (MN)

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ED227335

fast response survey system

Trends in Vocational Education in the Arts 1980

FRSS Report No. 11

by
Douglas A. Wright
National Center for Education Statistics

Elizabeth Farris
Westat, Inc.

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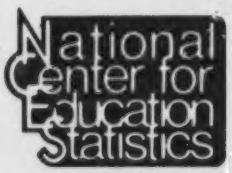

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No. 12-- Student Use of Computers in Schools, Fall 1980

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HIGHLIGHTS

- All the States responding to the survey offered vocational education programs in 1979-80 in at least 1 of the 14 arts areas specified in the survey. The numbers of areas covered by the States ranged from as few as 1 to as many as 12, with an average of 5 per State.

- Graphic arts was available most widely; all but one State offered programs in this field in 1979-80. More than half the States provided vocational instruction in each of five other commercial and applied arts fields: radio, TV, and video (39); environmental design (34); photography (32); product design (31); and vocational crafts (26). Only a few States offered programs in the remaining eight arts areas.

- In each of the six major areas, approximately equal numbers of States offered high school programs as offered postsecondary programs in the 1979-80 school year.

- The six leading areas in the 1979-80 school year also were the most widely available prior to 1977-78. Further, the majority of new or additional programs offered in 1977-78 or later were concentrated in these same fields.

- Four of the six leading fields were mentioned most frequently as likely candidates for program expansion: environmental design; radio, TV, and video; graphic arts; and product design.

- About three-fourths of the programs offered in the 1979-80 school year received some Federal funds from the Vocational Education Act (VEA, P.L. 94-482, as amended in 1976).

FOREWORD

This report presents findings of a survey of State education agencies concerning the nature and extent of vocational arts education programs. These programs initially became eligible for Federal support under the provisions of the 1976 Amendments to the Vocational Education Act (P.L. 94-482).

Based on a joint request by the Office of Vocational and Adult Education and the Education Department's Arts Coordinator, NCES conducted the study using its Fast Response Survey System (FRSS). The information was needed to provide a better understanding of existing instructional programs under the jurisdiction of State Boards of Vocational Education in the arts and related occupations.

FRSS was established to collect quickly key issue-oriented data needed by Department officials for planning, policy, or legislative purposes. This is the eleventh in the series of FRSS reports through which major findings of the fast response surveys are shared with the education community.

Marie D. Eldridge

Marie D. Eldridge
Administrator

ACKNOWLEDGMENTS

Kent Bennion, Deputy Director of the Division of Vocational Education Services (formerly the Division of State Vocational Programs) and Lonna Jones, Arts Coordinator, Office of the Deputy Undersecretary for Intergovernmental and Interagency Affairs, initiated the survey request and developed the conceptual framework for the questionnaire. Walter Brooking, Technical Education Program Specialist in the Division of Vocational Education Services, contributed his knowledge and experience to the categorization of the arts education areas.

The survey was coordinated with the Council of Chief State School Officers (CCSSO) through its Committee on Evaluation and Information Systems (CEIS). Incorporated in the questionnaire were the helpful suggestions of the CEIS Fast Response Panel. Chaired by Bertha McCloskey, Missouri Department of Education, the Panel included Ed Allen, Florida Department of Education; George Rush, CEIS/CCSSO liaison; and Charles Lloyd, Utah State Office of Education.

Among the NCES staff, former FRSS Project Officer Jeanette Goor was responsible for all FRSS activities from the initial survey request through the preliminary stages of this report. Jean Brandes served as advisor during the questionnaire development phase; Phillip Carr designed the cover and title pages; and Thomas Hill provided editorial services.

The cooperation of the Fast Response Survey System (FRSS) State Coordinators and of the respondents in the State organizations was invaluable in obtaining prompt and accurate responses to the questionnaires. The contributions of these individuals and organizations are greatly appreciated.

The survey was conducted by Westat, Inc., NCES' FRSS contractor. The company's survey team included John Barton, Debra Cesare, Joanne Schneider, and Patricia Congdon.

The authors express their appreciation of the valuable contributions of these and numerous other individuals who worked on the survey or offered advice.

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INTRODUCTION

The Federal Government has maintained a long-standing interest in improving vocational education opportunities. Legislation enacted as long ago as 1917 (the Smith-Hughes Act) provided for grants to States for initiating and expanding certain types of vocational education: agriculture, trades and industry, and homemaking.

Through the years, Congress consistently has legislated training for employment. The Vocational Education Amendments of 1968 (VEA, P.L. 90-576) led to the expansion of vocational education services to the disadvantaged. Occupational training was extended again in the Vocational Education Amendments of 1976 (VEA, P.L. 94-482).

One of the provisions contained in the 1976 amendments broadened the definition of eligibility for Federal funding. Training for occupations that traditionally have been considered professional but that require less than a bachelor's degree (and hence, were not eligible previously for Federal funds) now could qualify for VEA support. Covered under the new eligibility definitions were training programs for the arts and related careers.

As the Department of Education prepared to take over the management of the expanded vocational education responsibilities, it became apparent that little was known about vocational arts education. While vocational education had been the subject of numerous national data collection activities, arts education had not been studied so widely.

To help fill this information gap, the National Center for Education Statistics (NCES) conducted a survey of State education offices in 1980. The survey was requested jointly by two Department of Education components: the Office of Vocational and Adult Education (OVAE), charged with administering Federal vocational education programs; and the Arts Coordinator, responsible for coordinating Federal arts education programs.

The survey was intended to provide a better understanding of the nature and extent of vocational arts education programs. Data were sought about those programs designed to prepare students for occupations in 14 arts areas: dance; vocal music; instrumental music; theater; radio, TV, and video; cinematography; photography; graphic arts; product design; environmental design; drawing, painting, and sculpture; vocational crafts; therapy through art, dance, music, and drama; and music instrument construction and repair. Arts-related occupations were defined to include studio, performance, design, production, stagecraft, and support activities. Only programs under the jurisdiction of the State vocational education agencies were reported in this survey.

The following information was requested on the 14 arts areas:

- Whether any programs were offered in these areas in 1979-80 at the high school level, the postsecondary (less than bachelor's) level, or both levels.
- Whether any programs were offered in these areas prior to 1977-78.
- Whether new or additional programs were offered in 1977-78 or later.
- Whether the programs received any VEA (P.L. 94-482) funds in 1979-80.

In addition, respondents were asked to list areas in which their State vocational education agencies would be most likely to establish or expand programs.

Questionnaires were mailed to all State education agencies (SEA's). Information on survey response is provided in appendix I: Methodology. Appendix I also describes the Fast Response Survey System; appendix II presents the survey questionnaire.

SURVEY FINDINGS

Programs Available in the 1979-80 School Year

All 50 responding States 1/ offered vocational education programs in 1979-80 at the high school or postsecondary level in at least 1 of the 14 specified arts areas. The numbers of areas covered ranged from as few as 1 to as many as 12, with an average of 5.2 per State.

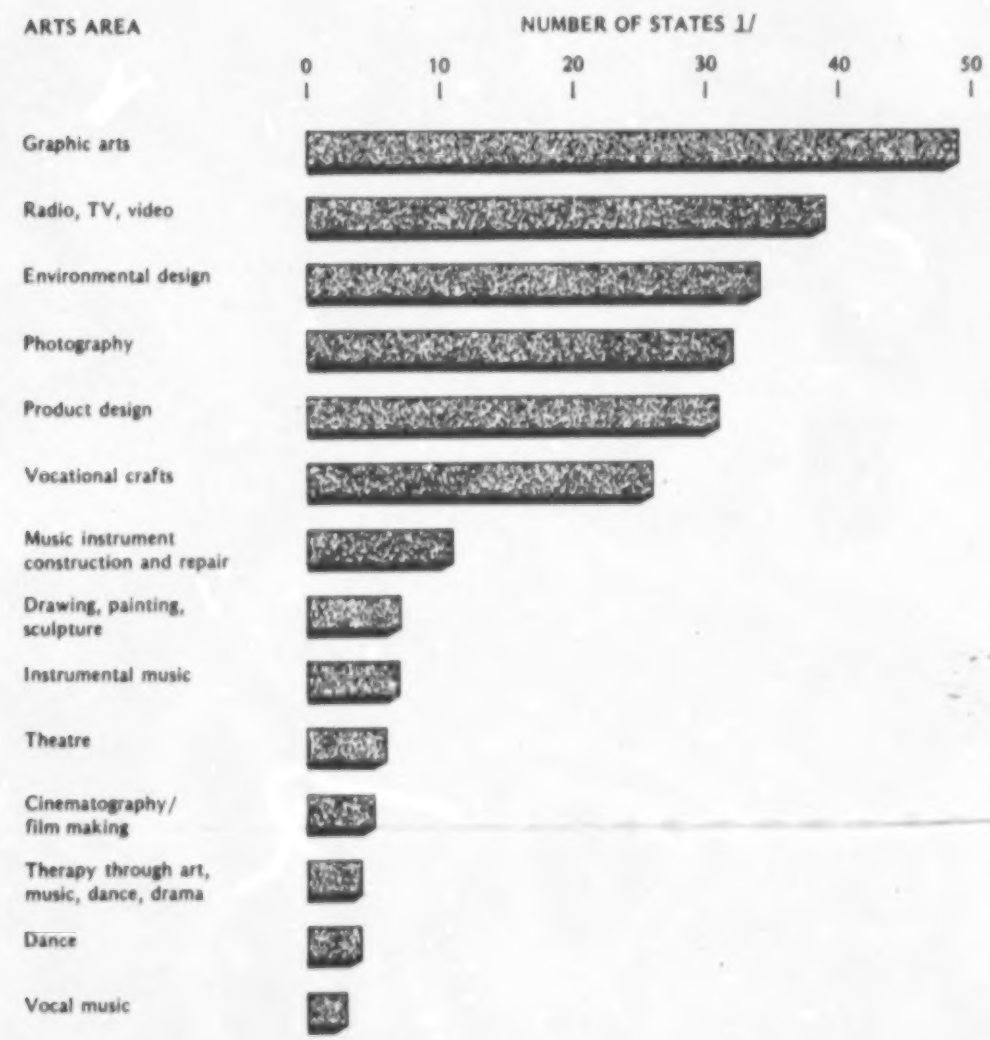
Graphic arts was the most prevalent of the 14 arts areas (see figure). All but one State reported having programs in the graphic arts. Programs in five other commercial and applied arts fields also were available widely. More than one-half of the States provided vocational instruction in each of these areas: radio, TV, and video (39 States); environmental design (34 States); photography (32 States); product design (31 States); and vocational crafts (26 States).

Relatively few States, however, offered vocational instruction in the eight other arts areas included in the survey. The numbers of States providing programs in these fields ranged from 11 for music instrument construction and repair to 3 for vocal music.

This report focuses on the six major commercial and applied arts areas offered in the largest number of States. Information on the other arts areas is summarized at the end of the report.

1/ In this report the District of Columbia is considered a State. Nebraska did not participate in the survey. Includes California, which provided data for 1978-79 because 1979-80 data were not available.

Figure--Availability of vocational education programs in the arts at the high school or postsecondary level in 1979-80: United States, summer 1980



1/ Nebraska did not participate in the survey. California provided 1978-79 data because the 1979-80 data were not available.

Major Arts Areas, by Instructional Level and State Characteristics

States can provide vocational instruction in the arts at the high school level, the postsecondary level, or both levels. Overall, about equal numbers of States offered high school programs as offered postsecondary (less than bachelor's) programs in each of the six major areas in 1979-80 (table 1). For example, 43 States provided graphic arts programs at the high school level, while 42 States provided such programs at the postsecondary level.

However, the proportion of States providing both high school and postsecondary programs in a given area varied across the six major fields. Of the 49 States providing vocational instruction in the graphic arts, almost three-fourths (36 States) did so at both the high school and postsecondary levels. About one-half of the States with programs in environmental design and photography provided instruction at both levels. In the other three areas (radio, TV, and video; product design, and vocational crafts), approximately two-fifths of the States offered vocational programs at both the high school and postsecondary levels.

Program availability varied according to the high school population of the State 1/ and region. In general, vocational education in the arts was likely to be more frequently available in large States (250,000 or more high school students) than in small States (fewer than 100,000 students). On the average, large States provided high school programs in 3.9 areas, whereas small States offered programs in 2.6 areas. At the postsecondary level, the difference in availability was even greater; the corresponding averages for postsecondary instruction were 4.2 and 1.6 arts areas for large and small States, respectively. Medium-sized States (100,000 to 249,999 high school students) had high school programs in an average of 3.2 areas and postsecondary programs in 3.7 areas.

Regional variations in the availability of high school vocational programs were minimal, ranging from an average of 3.0 arts areas in States in the Great Lakes and Plains region to 3.5 in Southeast States. At the postsecondary level, however, States in the Great Lakes and Plains region offered considerably more programs than did States in the North Atlantic (averages of 4.1 and 2.0 arts areas per State, respectively).

1/ Based on fall 1979 high school population data, from Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980, U.S. Department of Education, National Center for Education Statistics, 1982. High school enrollment figures are used for all analyses since composite figures of high school and postsecondary enrollment were not available, and it was assumed that postsecondary enrollment reflects high school enrollment.

Table 1.--Availability of vocational education programs in the six major arts areas during the 1979-80 school year, by instructional level and State characteristics: United States, summer 1980

(Table entries are number of States with programs.)

Instructional level and State characteristics	All States	Graphic arts	Radio, TV, video	Environmental design	Photography	Product design	Vocational crafts	Average number of areas per State
Total high school or postsecondary 1/.....	50	49	39	34	32	31	26	4.2
Both high school and postsecondary.....	50	36	17	17	18	12	10	2.2
High school only.....	50	7	10	5	7	10	10	1.0
Postsecondary only....	50	6	12	12	7	9	6	1.0
High school level (total) 2/.....	48	43	27	22	25	22	20	3.3
Enrollment size 3/:								
Small.....	16	15	7	5	5	3	7	2.6
Medium.....	13	11	8	6	6	6	5	3.2
Large.....	19	17	12	11	14	13	8	3.9
Region:								
North Atlantic.....	12	12	5	6	5	8	4	3.3
Great Lakes and Plains.....	11	10	7	5	5	4	2	3.0
Southeast.....	12	9	7	7	7	6	6	3.5
West and Southwest..	13	12	8	4	8	4	8	3.4
Postsecondary level (total).....	50	42	29	29	25	21	16	3.2
Enrollment size 3/:								
Small.....	16	9	5	5	3	1	3	1.6
Medium.....	14	13	10	11	5	7	6	3.7
Large.....	20	20	14	13	17	13	7	4.2
Region:								
North Atlantic.....	12	7	5	3	4	3	2	2.0
Great Lakes and Plains.....	11	11	8	9	7	8	2	4.1
Southeast.....	12	11	6	9	7	5	6	3.7
West and Southwest..	15	13	10	8	7	5	6	3.3

1/ Nebraska did not participate in the survey and was not included in the total of States. California provided 1978-79 data because the 1979-80 data were not available.

2/ Oregon and Washington did not supply high school information; these States are excluded from the high school level, but are included in the postsecondary level.

3/ Enrollment size of States is based on fall 1979 high school population data, from Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980, U.S. Department of Education, National Center for Education Statistics, 1982.
Small = Fewer than 100,000
Medium = 100,000-249,999
Large = 250,000 or more.

Programs Prior to 1977-78 and Additional or New Programs in 1977-78 or Later

States indicated whether they had programs in each field before 1977-78 and whether new or additional programs had been added in 1977-78 or later. Additional programs included new courses added to an existing program, the expansion of a program to another instructional level, and the expansion of a program to other schools within an instructional level.

Almost all of the States with vocational programs in the six major fields in 1979-80 had established their programs before 1977-78 (table 2a). The availability of vocational programs in these areas before 1977-78, therefore, was similar to their availability in 1979-80.

A smaller but still substantial number of States offered new or additional programs in each of the areas in 1977-78 or later. The pattern of new and additional program offerings generally paralleled that of offerings prior to 1977-78, with graphic arts most frequently available and vocational crafts least frequently available. Most of the programs initiated in 1977-78 or later were additions to already established programs. All States with programs in the graphic arts in 1979-80 had established the programs before 1977-78; in the other areas, between one and three States had initiated new programs.

The large States were more likely to have had vocational programs in the major areas prior to 1977-78 and to have added programs in 1977-78 or later, compared with small States (table 2b). Before 1977-78, small States offered programs in an average of 2.8 areas, compared with 4.3 areas in medium-sized States and 4.8 areas in large States. Corresponding averages (in ascending order of State size) for programs established in 1977-78 or later were 1.8, 2.4, and 4.2.

The regional distribution showed less variability, ranging from an average of 3.7 (West and Southwest) to 4.4 (Southeast) areas for programs offered prior to 1977-78, and from an average of 2.5 (West and Southwest) to 3.2 (Southeast) areas for programs offered in 1977-78 or later.

Table 2a.--Vocational education programs offered prior to 1977-78 and new or additional programs offered in 1977-78 or later in the six major arts areas: United States, summer 1980

Arts area	Number of States offering			
	Programs at either the high school or postsecondary level in 1979-80	Programs prior to 1977-78	New or additional programs in 1977-78 or later	New programs in 1977-78 or later in arts areas having no programs prior to 1977-78
1	2	3	4	5
Graphic arts.....	49	49	37	0
Radio, TV, video.....	39	37	20	3
Environmental design..	34	31	25	1
Photography.....	32	30	25	2
Product design.....	31	28	22	2
Vocational crafts.....	26	25	16	1

Note.--Nebraska did not participate in the survey; Oregon and Washington did not supply high school level information; and California provided 1978-79 data because the 1979-80 data were not available. Number of States offering new programs only (column 5) and number of States offering programs prior to 1977-78 (column 3) may not add to number of States offering programs at either the high school or postsecondary level (column 2) because of "don't know" responses.

Table 2b.--Average numbers of the six major arts areas in which vocational education programs were offered prior to 1977-78 and new or additional programs were offered in 1977-78 or later, by State characteristics: United States, summer 1980

State characteristics	Average number of areas per State	
	Programs offered prior to 1977-78	New or additional programs offered in 1977-78 or later
Total.....	4.0	2.9
Enrollment size 1/:		
Small.....	2.8	1.8
Medium.....	4.3	2.4
Large.....	4.8	4.2
Region:		
North Atlantic.....	3.8	2.9
Great Lakes and Plains..	4.3	3.0
Southeast.....	4.4	3.2
West and Southwest.....	3.7	2.5

1/ Enrollment size of States is based on fall 1979 high school population data, from Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980, U.S. Department of Education, National Center for Education Statistics, 1982.
Small = Fewer than 100,000
Medium = 100,000-249,999
Large = 250,000 or more.

Federal Funding of Vocational Programs in the Major Arts Areas

The Vocational Education Amendments of 1976 (P.L. 94-482) provided Federal funds to about three-fourths of the programs in the six major arts areas in 1979-80 (table 3). Of the 49 States offering instruction in the graphic arts, 41 obtained some VEA funds to support their programs. In the other five leading areas, between 19 and 27 States received some Federal funding.

In the Great Lakes and Plains region, almost all programs in the six areas received Federal support; in five of the areas, all States providing programs obtained VEA funds, and in the sixth area, eight of nine States received such funding. Across other categories of State characteristics, variations in degree of VEA funding occurred for different arts areas, but the differences tended to balance out.

Table 3.--Number of States receiving VEA, P.L. 94-482 funds in 1979-80 for vocational education programs in six major arts areas, by selected State characteristics: United States, summer 1980

State characteristics	Graphic arts	Radio, TV, video	Environmental design	Photography	Product design	Vocational crafts
	Number of States receiving funds					
Total	41	27	27	26	26	19
Enrollment size 1/:						
Small	13	5	6	4	4	4
Medium	12	8	7	7	7	5
Large	16	14	14	15	15	10
Region:						
North Atlantic	8	5	6	5	8	5
Great Lakes and Plains	11	8	9	8	8	3
Southeast	10	8	8	6	6	7
West and Southwest	12	6	4	7	4	4
	Number of States with programs at the high school or postsecondary level					
Total	49	39	34	32	31	26
Enrollment size 1/:						
Small	15	9	6	5	4	8
Medium	14	12	11	8	9	8
Large	20	18	17	19	18	10
Region:						
North Atlantic	12	9	7	7	9	5
Great Lakes and Plains	11	9	9	8	8	3
Southeast	12	10	10	8	9	8
West and Southwest	14	11	8	9	5	10

1/ Enrollment size of States is based on fall 1979 high school population data, from Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980, U.S. Department of Education, National Center for Education Statistics, 1982.
Small = Fewer than 100,000
Medium = 100,000-249,999
Large = 250,000 or more.

Priorities for Initiating or Expanding Programs

Respondents also indicated the arts areas in which their vocational education agencies would be likely to establish or expand instructional programs if additional funds became available for this purpose. Thirty-seven States provided these projections 1/; each State listed an average of 3.1 areas, for a total of 114 responses. Of the 114 responses more than three-fourths (92) were for the six major fields (table 4). Within this group, however, differences in priority occurred. Environmental design; radio, TV, and video; graphic arts; and product design were mentioned with greater frequency than vocational crafts and photography.

Most of the States listing priority areas planned to expand already established programs, particularly in the four leading areas, rather than initiate new programs in different areas. About three-fourths of the projections were for expansion of existing programs and one-fourth for creation of new programs.

Table 4.--Priorities for initiation or expansion of vocational education programs in six major arts areas, by selected State characteristics: United States, summer 1980

(Table entries are numbers of States.)

State characteristics	Graphic arts	Radio, TV, video	Environmental design	Photography	Product design	Vocational crafts
Total (initiation or expansion).....	18	20	22	7	17	8
Initiation.....	0	4	6	3	4	3
Expansion.....	18	16	16	4	13	5
Enrollment size:						
Small.....	7	9	7	1	3	3
Medium.....	5	3	7	3	6	1
Large.....	6	8	8	3	8	4
Region:						
North Atlantic.....	4	5	6	0	4	1
Great Lakes and Plains..	2	4	5	2	4	2
Southeast.....	4	5	4	4	5	3
West and Southwest.....	8	6	7	1	4	2

1/ The primary reason offered by respondents who did not make projections was the lack of data on future job availability.

Programs in Other Arts Areas

A total of 52 programs were offered in the eight other arts areas included in the survey in 1979-80 at either the high school or post-secondary level (table 5). Programs in music instrument construction and repair were most frequently available; ten States provided post-secondary instruction and two States offered high school programs in this field. Vocal music was the least available, offered at the high school level only by three States.

One-half or more of the States that offered programs in these eight areas had established them before 1977-78, and one to six States had initiated or expanded programs in these areas after that time.

Federal support through VEA funding varied more for programs in these areas, compared with those in the six major areas. One of the 4 States providing programs in therapy through art, music, dance, and drama received some VEA funding; 8 of 11 States offering programs in music instrument construction and repair obtained such funds.

Twelve States indicated that their vocational education agencies would be likely to initiate or expand programs in these other areas if funds became available. Cinematography was mentioned by five States, while vocal music and music instrument construction and repair each were mentioned only once.

Table 5.--Vocational education programs in other arts areas: United States, summer 1980

Arts area	Number of States 1/				
	Offering programs at the high school level in 1979-80	Offering programs at the post-secondary level in 1979-80	Offering programs prior to 1977-78	Offering new or additional programs in 1977-78 or later	Receiving VEA, P.L. 94-482 funds in 1979-80
Music instrument construction and repair.	2	10	8	6	8
Drawing, painting, sculpture.....	5	4	5	5	4
Instrumental music.....	3	4	4	4	4
Theatre.....	4	3	4	2	2
Cinematography/film making.....	3	3	5	4	4
Therapy through art, music, dance, drama..	0	4	2	2	1
Dance.....	3	1	2	2	2
Vocal music.....	3	0	2	1	2

1/ Nebraska did not participate in the survey; Oregon and Washington did not supply high school level information; and California provided 1978-79 data because the 1979-80 data were not available.

APPENDIX I

The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES so that education data, urgently needed for planning and policy formulation, could be collected quickly and with minimum burden on respondents.

The FRSS covers six education sectors:

State education agencies (SEA's)

Local education agencies (LEA's)

Public elementary and secondary schools

Nonpublic elementary and secondary schools

Institutions of higher education

Noncollegiate postsecondary schools with occupational programs.

All 50 States and the District of Columbia are included in the SEA sector. For each of the other sectors, a stratified random sample was designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000.

A data-collection network involving both respondents and coordinators was developed in each sector. Coordinators assist in the data collection by maintaining liaison with the sampled institutions or agencies. The respondents, selected to report for their institutions or agencies, voluntarily provide the policy-oriented data requested in the questionnaires.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system—the sample design, the network of coordinators and respondents, and the short questionnaires—have been designed with this end in mind.

Methodology for the SEA Survey on Preparation for Arts and Related Careers Under Vocational Education

The questionnaires for this survey were mailed in July 1980 to the State education agency coordinators in the 50 States and the District of Columbia; data collection continued through September 1980. The coordinators were requested to obtain information on vocational education programs (under the jurisdiction of the State Boards of Vocational Education) designed to prepare students for occupations in 14 specified arts areas.

Nebraska refused to participate in the survey, citing as its reason the number of other surveys dealing with vocational education. For Oregon and Washington, no information was obtained for high school programs in the 1979-80 school year. California provided data for 1978-79 because 1979-80 data were not available. In addition, a number of States indicated "don't know" responses to various items.

Information on the fall 1979 high school population of the States was obtained from Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980, U.S. Department of Education, National Center for Education Statistics, 1982.

APPENDIX II
REPRODUCTION OF SURVEY QUESTIONNAIRE

FAST RESPONSE SURVEY SYSTEM

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

Form approved
FEDAC No. S 21
App. Exp. 11/81

SURVEY OF SEA'S ON PREPARATION FOR ARTS AND RELATED CAREERS UNDER VOCATIONAL EDUCATION

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

NOTE: Occupations in arts areas involve studio, performance, design, production, statecraft, and support activities.

A. This question concerns instructional programs offered in your State under the jurisdiction of the State Board of Vocational Education that were specifically designed to prepare individuals for OCCUPATIONS in each arts area listed below.

To record your responses, enter the appropriate response code for each area in each column.

RESPONSE CODES: Y = Yes (at least one program in at least one field of area)
N = No
DK = Don't know

Line no.	Vocationally related arts area (See Note above.)	Any programs offered in area prior to 1977-78?	Any new or additional programs offered in area in 1977-78 or later?	Level(s) at which any programs offered in 1979-80		Any programs in area receiving VEA, P.L.94-482 funds in 1979-80?
				High school	Post-secondary but lower than bachelor's degree	
1.	Dance	2	2	3	1	2
2.	Vocal music	2	1	3	0	2
3.	Instrumental music	4	4	3	4	4
4.	Theatre	4	2	4	3	2
5.	Radio, TV, video (e.g., production/broadcasting of performances)	37	20	27	29	27
6.	Cinematography/film making	5	4	3	3	4
7.	Photography	30	25	25	25	26
8.	Graphic arts (e.g., illustration, lithography, commercial art, printing)	49	37	43	42	41
9.	Product design (e.g., textile, industrial, fashion)	28	22	22	21	26
10.	Environmental design (e.g., landscape, interior, architecture)	31	25	22	29	27
11.	Drawing, painting, sculpture	5	5	5	4	4
12.	Vocational crafts (e.g., ceramics, jewelry, metalwork, weaving)	25	16	20	16	19
13.	Therapy through art, music, dance, drama	2	2	0	4	1
14.	Music instrument construction and repair	8	6	2	10	8
	Other (specify):					
15.						
16.						
17.						

B. List in order of priority the areas in which your State vocational agency would be most likely to establish new, or expand existing, instructional programs in the arts if additional funds became available for vocational education for arts and related occupations.

Enter the names of the areas. Where they can be classified as falling into the areas above, also give the line numbers.

1. _____
2. _____
3. _____
4. _____
5. _____

Respondent: Name _____ Phone (include area code) _____

Title _____ State _____ Date _____

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